# TRAINEES AS TRAINERS: PEER TUTORING IN TRANSLATION IN SEMI-PROFESSIONAL LEVEL

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*ABSTRACT: The strategies of peer-tutoring seem to gain more recognition in academic circles in educational institutions. This study aims at exploring an aspect that is less examined by the literature on the subject, namely the question of how translation trainees act while having the role of peer-tutors in the translation training programme. The literature on the subject has been implemented to examine the efficiency of translation training of using this method at the semi-professional level. The feedback received from trainees is informative in many ways, as it provides a better understanding of the multi-sided interpersonal relationships involved in the process, as well as the problems may raise while acting as a translation training peer-tutor. Furthermore, the feedback shows us how to provide better support for trainees in the process.*

**Keywords**: Peer-Tutoring, Supplemental Trainee/Trainees Support, Translation Training

## INTRODUCTION

The concept of peer tutoring refers to the situation where strategies of learning and teaching are implemented in a training session environment. Trainees learn from and with each other, and the intervention of the class tutor is reduced to a minimum [1].

Taking the form of supplemental instruction, peer tutoring seems to spread to a wider range of disciplines. It provides a foreground for empowering trainees throughout their education and perhaps to develop the curricula, taking various forms such as one-to-one tutoring or small groups, and from formal to informal contexts. Furthermore, tutoring may involve sharing ideas, evaluating performances, and discussing problems [2]. It plays a pivotal role in enabling trainees to be more socialized, motivated, and encouraged to learn [3; 4]. It helps trainees to be more creative and better at solving problems due to its interactive nature.

The practice of peer tutoring is not a fresh concept. Tutoring itself goes back in history to the Greek and Roman ages [5]. Either functioning directly or indirectly, the concept is as old as any other type of collaborative action. Within the evolving contexts of institutions of higher education, peer tutoring is propagating new formalized configurations that undergo frequent assessment. the importance of peer tutoring is in increase as it has gained an important part of many courses and fields of study in several countries and educational contexts.

However, positive outcome results, better evaluation techniques, and increased accountability demanded peer tutoring programs be formulated. This process of formulating or standardizing how to implement peer-tutoring dictated that there is a need for guidance on its content and structure providing a reference on training tutors and empowering them. Fair assessment criteria, accountability, and transparency, trainees' support are some areas the body of literature on the subject discusses [6].

For the possible outcome of the process that is confirmed to have a positive influence on the performance of trainees and the general outcome of the teaching process, it can be argued that instructors/teachers of translation and any other discipline should have a better and deeper understanding of their trainees' experience and about the process in general.

## 1. LITERATURE ON PEER TUTORING PROGRAMMES

For the opportunities made available by peer tutoring and its possible outcomes, it is important to highlight that the literature on peer tutoring is mainly concerned with the design of the curriculum, theoretical schemes, methodology of application and ways of assessment, adopting questionnaires, statistical data analysis and interview with tutors and tutees [2]. There is much less focus within the body of literature on challenges faced, what candidates the approaches adopted and what are the relationships entailed in the process.

Colvin [2], implemented data from interviews and self-reflective journals to dive into inter-classroom relationships to give a better understanding of them.

Colvin and Ashman [3], analyzed interviews with participants in the peer tutoring programme and observed feedback from participants as well as from the institutions implementing the programme on the expectations and role of the tutors in various contexts, namely inside and outside the classroom.

Tabassum and Kaleem [7], examined the effects of peer tutoring on the performance of trainees, relying on large data from school trainees, this research builds up a more coherent image of best practices to be incorporated in peer tutoring. Additionally, it details the importance of training peer mentors and supporting peer tutoring schemes throughout such programs.

However, the literature on the subject is potentially not informative enough about how and what it feels like and what it means to be a peer mentor for a trainee nor does it provides information on how trainees cope with any challenges while they act as peer tutors, how they feel, and how they manage it in a wider scope.

Similarly, the literature on translation training focuses on the possible outcome of the training and skills gained, best practices in the process, and how to overcome general difficulties. Literature available on peer tutoring in translation training is scarce as research is mainly concerned with the role of the tutor, not the other possibilities of utilizing the roles of trainees and making use of other techniques.

## 2. THE PRESENT RESEARCH

The main aim of this research is to understand trainees' experience of being peer tutors in a translation training programme at a semi-professional level. The research also seeks to examine the nature of the interaction between the tutor and tutees in the training programme. A secondary aim of the research is to assess how narrative feedback from trainees can be more representative of the actual nature of peer tutoring programme than questionnaires and

interviews traditionally used in previous literature. A semi-professional level refers to the situation where trainees are provided instruction, tutoring, and educational content both theoretically and practically however with no thorough teaching process. It seeks to provide general skills and norms of practice to the recipients of the training. It also refers to the trainees being less affiliated with the work; they are not full-time workers in the field of translation.

The following three research questions formed the structure of the research:

1.      Is there any change in the performance of trainees who have acted as peer tutors?

2.      What are some other benefits of peer tutoring other than personal improvement?

3.      What are the factors that may have an influence on the session of peer-tutored translation training?

## 3.    THE    PEER-TUTORED    TRANSLATION TRAINING PROGRAMME

This programme, Semi-Professional Translation Training Workshop, is open for Translation trainees. Registration was free and took various forms; online sessions, one-to-one meetings, classroom work, etc. The training programme provides intensive practice in the translation of short texts in various fields from English to Arabic. It also involves a discussion of problems arising from this practice. The peer-tutored programme incorporated theoretical as well as practical content. The first part of the programme aimed at developing the trainees' understanding of translation theory; offering an overview of Translation Studies (TS), in addition to reflecting on the current theoretical trends. The second part incorporated various - pre-scheduled sessions that all registered trainees had to attend. All trainees had to complete certain tasks submitted electronically. The performances of trainees are carefully monitored so that good achiever can be selected to have the role of peer tutors. Peer tutoring trainees had to attend 18 hours of peer tutoring practice given by the course instructor. These include practical exercises on how to best support their colleagues in the upcoming sessions as well as the required skills and methods of fair assessment. Trainees then formed translation training teams, each team included six trainees, excluding the peer tutor. The main role they had was to advise trainees on how to improve various strategies and skills to translate from English too Arabic. Trainees then had to publish feedback taking the form of a narrative where they explain their experience and reflect on it.

## 4. METHODOLOGY

The Quantitative and qualitative data of the present research were collected from June 2019 to August 2019. A questionnaire and narrative feedback constituted the structure and discussion in the research. All trainees registered in the programme were required to answer a questionnaire at the beginning and end of the training session period, where they had to score the improvements in five main areas; self-confidence, stress management, professional, social and presentational skills. They had to give a score out of five for the following five categories:

1.  Self-confidence within professional contexts.

2. Stress management in a professional context.

3. Presentational skills (fluency, articulacy, clarity).

4.  Professional  skills  (problem-solving,  work  pressure, tough schedules, organization of duties).

5. Social skills (negotiation, conversational skills).

Later by the end of the training period, trainees were required to submit narrative feedback for the experience where they had to tell a narrative account of being in a peer-tutored programme, preferably containing a short story about a specific situation that they still remember because of its influence on them. It can be an episode lived during the translation training programme, or an event that they still remember and that influenced them somehow. The narrative feedback had to be completed in class within 25 minutes, and it was submitted in paper.

## 5. FINDINGS AND DISCUSSION OF TRAINEES' ANSWERS ON THE  QUESTIONAIRE

The analysis of data collected in the beginning of the peer tutoring programme and at the end available through questionnaire answers revealed that self-confidence skills improved the most while social skills improved the least. Trainees who demonstrated a high level of confidence have shown so little improvement by the end of the programme. Generally, the scores recorded at the beginning of the programme were observed as being variable which was not the case by the end of the programme. All trainees have demonstrated improvement over time with noticeable consistency in the final scores.

## 5.1.  DISCUSSION  OF  TRAINEES'  NARRATIVE FEEDBACK

21  trainees'  narrative  feedback  along  with  their questionnaire sheets were approved for analysis. 19 trainees expressed that the experience was a success, and only two expressed it as a failure (two males). 16 trainees wrote subjective detailed narrative feedback, while five wrote objectively,  creating  unreal  but  relevant  episodes  or characters. A total of 13 trainees wrote narrative feedbacks with positive contexts, the other eight trainees wrote about negative aspects. The most frequent negative codes were about inadequate preparedness of the peer tutor along with some minor concerns, and the most positive codes were confidence and empowering.

The feedback by trainees was for the most part descriptive due to training received beforehand that focused on publishing feedback that is narrative in nature. This resulted in publishing feedbacks with little attention for reflecting on specific episodes in the peer tutoring programme or reflecting on the experience in general. However, the communication of impressions and reactions of the trainees was perfectly successful. Some trainees identified certain occasions where they have made mistakes or took wrong decisions, they critically reviewed decisions they made and their own patterns of tutoring strategies.

All narrative feedback received from trainees was checked for their suitability. All the feedbacks received were approved regardless of problems in data contained in them that they might be inaccurate due to the language barrier (the language of the narrative feedback, as well as the questionnaire, was English). a total of 21 narrative feedbacks along with the questionnaire sheets were adopted (14 females and 7 males). The data collected was then analyzed using coding. The coding was conducted using available data from the narrative feedback. General themes were given codes to differentiate them, then all codes were analyzed to elicit the most significant ones. Five main code themes were identified as being the most frequent, they are as follows:

## 5.1.1 WHAT MAKES A PERFECT TUTOR

The majority of narrative feedbacks frequently highlighted the aspects that make a tutor perfect. The tutors are presented as being highly capable of answering questions and they are always able to handle any unforeseen circumstances perfectly. This is significant because it tells a lot about trainees' ideal expectations of their tutors and naturally their main instructors.

Examples:

Narrative Feedback 4: I was having difficulties with ranking my translation candidates and picking the one that suits the context for the target text. The mentor tried her best to tackle my problem. She explained that it is about the practice and there would be many problems in my English-Arabic translation for a while, however, I could feel a difference in my performance.

The female tutor is described as understandable and encouraging. Further, she seemed informed enough about early difficulties trainees of the translation may encounter, and it is about practice and time for their translation to be better. The tutor spent more time with the trainee, offering more support, going through each translation the trainee published up to the point that the trainee worked on Arabic outputs that fall within acceptable criteria of publishable English-Arabic translation. The tutor seemed quite happy with her achievement and discussed the trainee's Arabic translation in class as an indication of being worth viewing. The perfect tutor should spare no effort nor time to offer the support needed which sometimes took the form of tutor-single tutee half-time session. Classrooms were equipped with necessary translation aids (dictionaries, online access, library access). Indirect feedback from the tutor was provided to avoid criticism for work being processed. Tutors showed commitment to limitations of time and availability of resources.

Narrative Feedback 13: the trainee could not manage to use various search engines to check the frequency of some translation units. He asked for my help to look up some terminologies for the text he was translating into Arabic, I urged him to continue trying and I may offer help. I identified several strategies for finding a string of words and comparing them with existing translation or one that is being processed,

The tutor is tackling some problem encountered by the tutee who is not well-informed about the required skills for looking up similar translations for the one he is commissioned to work on. The tutor provides support and recommendation for the tutee so that further flow of confidence can be granted to the tutee, enabling him to dig further in the most efficient way to compare current translations with prior ones using search engines.

Additionally, the team of tutors decided a place, date, and time for a meeting they held in the library room so that they can together review their strategies and make use of other's experience in the peer-tutored programme. In the meeting, they prepared a unified plan for the next three sessions and identified their objectives and what to look for to test if their plan had been successful. This reveals that the tutors had to be more engaged in collaborative work, either with their trainees and with their own tutoring peers. The meeting and preparation for the work demonstrate their commitment to the work and their sense of responsibility.

## 5.1.2. AUTHORITY OF TUTORS

Seven narrative feedbacks, aside from the general description of how successful the experience was, expressed a general tendency of the tutors to practice their authority over the trainees. It means that sometimes the process can fall short of the expectations of the peer tutoring programme. Furthermore, this means that additional understanding for the role of the tutors in translation training should be provided, where it is highlighted that the role of the tutors is collaborative in nature, not an exercise of showing superiority.

Examples:

Narrative Feedback 10: the tutor was discussing our translation problems, lots of them were arguably his own view of Arabic candidates. Personally, I could not understand the point in telling us about our translations and problems in them without trying to engage in the discussion from all participants on how to improve them.

The tutor is viewed as the only one who has the authority to tell what is correct and what is not. This is not a goal that such programme aims at. The role of a peer tutor is not an all-knowing, superior person, rather it is a collaborative process where mutual benefits for both the tutor and the tutee can be gained. The tutor identified the problems in trainees' translations, but he did not consider what trainees think about their own problems and they had no chance to suggest solutions. Regrettably, the instructor in most academic institutions is unapproachable and authoritative. It might be one inadmissible objective of a peer-tutored programme to demonstrate a hierarchy of participants in the process.

Narrative Feedback 11: the experience made me more aware of what I can do and what I cannot. This sense of responsibility enabled me to think deeper of my potentials and find areas where it is necessary to improve. Before we start, I was very nervous about being a tutor for trainees who are already friends and colleagues. Once we started, the class became something I am so excited about, no more fears. I started to feel confident about what I can offer to my trainees. I absorbed the training we received before from the instructor, and I know I have the qualification to do this job. That meant there was no valid reason for my concerns.

However, some recurring sceneries of power and authority practice were noted in the narrative feedback which was concerning as well:

Narrative Feedback 14: I was looking to the eyes of trainees I was tutoring and thinking of what they are expecting of me. I know they were waiting for every single word about a strategy to follow in translating certain expressions or matching a structure from the source text with the equivalent structure in Arabic. When I talk, I could see them focusing and reflecting on each idea. They were seriously considering my own thoughts about translating specific translation units. It was so daunting because of my sense of responsibility, but at the same time, it was so inspiring because it pushed me to search more and never detail what I was not so sure of. This made me touch base constantly with my supervisor to discuss every single theme I was planning to cover in my teaching sessions.

This sort of feedback along with the description in it reveals the recurring theme of authority exercise by tutors as well as a better understanding of the tutoring experience, particularly how tutoring trainees feel when they are given

the role of tutoring which involves authority over other trainees.

## 5.1.3. ETHICAL COMMITMENT TO THE WORK AND TUTOR-TUTEE RELATIONSHIPS

Several narrative feedbacks offered a general outline for the commitment of the tutor to the work and the guidelines that specify how the programme is presented and what support can be offered to tutees. Further, the feedbacks revealed some confessions and diagnoses why some mistakes have been made along with some violations, particularly by tutors.

Examples:

Narrative Feedback 12: I liked the way she explained our task for the class, she seemed prepared for questions and ready to engage us in a further discussion.

Narrative Feedback 19: a trainee asked for help in translating large section of the work assigned to her. It seemed that her request was for someone to translate the whole text into Arabic. I did not want to push her to do what she is not comfortable doing, and I am not entitled to instruct her.

Narrative Feedback 17: I was asked by two trainees to offer feedback on their translation of some idiomatic expressions in the assignment they received two days before. I did not have a specific answer and the translation of the expressions seemed very hard for me to match with the Arabic equivalent. I was sure there was an equivalent translation, however, I lied and told them to translate the expressions literally. It did not sound good to lie on them, because this is one bad flaw in the ethical constructs of teaching translation. Nevertheless, another tutee offered help and we could both produce valid translations for the idiomatic expression. I think it is not really that bad to lie in such contexts, because the trainees, me, and my colleague still had doubts about the translation so that we had all to collaborate to come up with a better translation. It might be one way to motivate trainees and come back with questions to answer.

No matter what training tutors receive before the start of the peer-tutored programme, there will be always pressure, consequently, some minor failures may happen. The frankness of tutors in this very situation reveals that constant and close supervision by the instructor should not be neglected.

## 5.1.4. VULNERABILITY OF TUTORS IN ENCOUNTERING SERIOUS CHALLENGES AND THE EARLY CONCERNS ABOUT EXPERIENCE

Examples:

Narrative Feedback 2: I did not feel so comfortable standing before my colleagues. I did not have the courage to convince myself that I can offer a satisfactory level of tutoring. The question of 'what can make my tutoring worth of listening to had kept my mind busy for a very long time.

Possibly due to the tutor's vulnerability and the unanticipated challenges that may arise, it was clear through reading the narrative feedbacks of the tutors that they have their own fears about the first meeting with the tutees. The language used when discussing some negative episodes in the tutoring sessions was more invocatory of concern and fear.

Narrative Feedback 18: the tutor divided us into groups to work on translation projects. She identified the task that each one of the groups is assigned. She did not monitor the progress of the work, rather she kept checking if we are going to submit it on time. She asked the leader of the group to accelerate the process when we were almost out of time. She offered the leader advice on how to make the process faster and how to make sure that our submission is complete. When we submitted our translation projects, she detailed what we were doing wrong, she did not offer any recommendation on how to improve our projects, nor any type of feedback on how to tackle any new challenge we may face in similar translation projects.

Narrative Feedback 21: it is 9:15. No trainees attending. I came back at 9:30 to check and there was nobody. The whole session was canceled and I informed the instructor. I was about to leave and eventually met with some trainees. I asked about the reason why they did not attend the session. They told me that the organizers are going to be using the classroom for some other activity. However, they could find somewhere else. This is the time when I did not like tutoring and saw the whole process as a big fail.

Narrative feedback 21 reveals that the tutor just felt bad about the situation with so much despair to carry out the change. The tutor did not reflect on the incident. In narrative feedback 2, the writer details the problems she had been through that specific day, she seems decisive to isolate her from the problems; she sees the challenge and she could do something about it but she decided just to satisfy herself that all that happened is not her fault and she has no commitment whatever to change it. In both situations, the writers did not intervene to find solutions for the problems they have been through. Both feedbacks 2 and 21 reveal how bad things can go, and what reactions might be by the tutors. It is also revealed that training tutors on peer-tutored programmes should be an inclusive exhaustive list of situations where they have to react professionally and practically.

Narrative Feedback 5: it is summertime and it was very warm. There was a problem with the cooling system at the training hall. The team of tutors met at the hall and they decided the content for the next three sessions. Together, they prepared the material and highlighted the areas they are interested in seeing improvement in trainees' performances. They had a list of objectives to achieve up to the end of the programme, and they designed the overall structure of the exam. The next day, only three trainees attended due to some ceremony being held nearby. The team of tutors waited for extra 25 minutes, still, no trainees came. At this time, the team worked together and offered assistance to the attending trainees in translating literary text. After 25 minutes, the team decided it is time to leave as no more trainees had shown up. They did well that they took advantage of the skipped training session, and decided that the already prepared material can be moved to the next day.

In this situation, the team viewed the involvement of the trainees with another sort of activity as nothing more than an opportunity to offer more support to the trainees, different from feedback 21 where the process is described as a big fail. The underlying message here is that it is the tutors' attitudes, reactions to challenges, and reflection on the process in general that influence the experience of peer tutoring. The optimism of the team of tutors guaranteed them a great deal of adapting to new situations where they had to react professionally. On the other hand, the negative attitudes of the tutors towards the process and the inability to react to unforeseen circumstances tell how crucial to deal

with a lack of confidence and feeling of being unsuitable for the task in the early sessions of training the tutors before the initiation of the peer-tutored programme.

### 5.1.5. MUTUAL DEVELOPMENT

Literature often describes peer tutoring as a successful experience for all participants. This is confirmed through various narrative feedbacks by trainees who tracked their progress and told stories about the positive outcomes of the experience.

Examples:

 Narrative Feedback 6: after we finished the programme, I feel that I am more confident to propose new ideas and give answers to questions, I am enjoying standing in front of other trainees and discuss possibilities of enhancing our translations.

Narrative Feedback 9: being far from the classroom environment and surrounded by colleagues, I felt I have an opportunity to make new friendships and to plan informal activities relevant to translation training.

For the most part, tutors were meeting with trainees in one-to-one sessions, they offered them all available support. Tutors communicated with the instructor and listed some challenges and sometimes questions they were not comfortable with giving answers to without referring to the instructor of the programme. This implants a sense of responsibility and confidence. Half of the narrative feedbacks indicated progress made by trainees and the sense of achievement they have made as well as reflecting on how the tutors view the responsibility of their role and how they plan to empower the trainees. Considering the short time of the peer tutoring programme, the outcomes of the experience are pleasing for all participants.

Interesting findings have been also noted. Trainees reflected on their experience as tutees, commending the performance of the peer tutors who have been selected on basis of their academic performance in the first two weeks of the study. Narrative feedback from trainees highlighted points of strength in the performance of the tutors, expressing these points as more powerful than that of the instructor's.

### 6. STUDY LIMITATIONS

Trainees who majored in Translation and English language and Literature constituted the sample of the research. These trainees have had their degrees from a limited number of universities. Therefore, the findings of the current study may not be applicable to other institutions, other disciplines, or even other programmes. The sample of the study was inclusive of a small number of trainees which may entail that a larger sample may give more encapsulating results. The literature on translation training programmes is somewhat lacking, contributions from various scholars are limited to theoretical backing of their approaches,

Peer tutoring and the environment it creates also have impact on the performance of both the tutors and tutees. Feedbacks from trainees have highlighted the friendly environment and opportunities to make new friendships:

Building on that, future research on peer tutoring and specifically training translation programmes that utilise some sort of peer tutoring scheme should incorporate larger sample and should be engaged with various scenarios translators will confront in their future careers. Further focus on the possibilities of developing reciprocal learning environments should be stimulated.

### 7. CONCLUSION

The main aim of this research is to understand trainees' experience of being peer tutors in a translation training programme in a semi-professional level. The research also seeks to examine the nature of the interaction between the tutor and tutees in the training programme highlighting challenges encountered in the process. A secondary aim of the research is to assess how narrative feedback from trainees can be more representative of the actual nature of peer tutoring programme than questionnaires and interviews traditionally used in previous literature.

-        Is there any change in the performance of trainees who have acted as peer tutors?

The current study confirms what other literature on the subject confirmed of the frequently desired outcome of peer tutoring programmes [8]. The current study observes increased levels of self-confidence, stress management, professional, social and presentational skills. The findings suggest that trainees with the lowest improvement in self-confidence are more likely not to carry out the job of peer tutors efficiently, regardless of whether they are good achievers or not. This highlights that relying on the level of achievement to choose peer tutors can be of less predictable outcome.

-        What are some other benefits of peer tutoring other than personal improvement?

Clearly, this study as well as previous literature on peer tutoring highlighted the importance of peer tutoring on the prospects of personal improvement. One important conclusion here is that the personal improvement aspect has gained a new dimension demonstrated by the reciprocity of benefit gained by tutors and tutees. Personal improvement seemed to be transmitted to other trainees from their peer tutors. Somehow, the peer tutoring role is motivating on its own, however, trainees went beyond this to celebrate their role in empowering their trainees which appealed to their level of satisfaction about the experience. This state of reciprocal learning experience proves that peer tutoring can be beneficial to all, academic institutions included.

-        What are the factors that may have an influence on the session of peer-tutored translation training?

The current study aimed at exploring the aspect that is less examined by previous literature of the nature of relationships of peer tutors and their attitudes towards challenges they may encounter while acting as peer tutors. For this purpose, this study made use of previous literature in acquiring the overall structure of its inquiry, additionally, it does not rely on the methods employed by prior studies on the subject, namely evaluation, and interviews, rather it relies on the analysis of narrative feedback received by trainees. The narrative feedback has enriched the data available to the researcher and provided a better understanding of the trainees' experience in the peer-tutored programme. Since the study can be concerned with the challenges encountered by trainees in the programme, the qualitative data gained from the narrative feedback showed areas where trainees have been confronted with challenges and their responses to them. Generally, the results of analyzing the narrative feedbacks revealed that trainees' experiences were generally positive. The rich data detailed the required skills and aspects of a good tutor. This is important as it sheds light on the usefulness of enrolling peer tutors in the training programme prior to their

mentoring sessions. One important finding is that trainees may struggle with specific issues arising during the sessions, they might be questions by trainees and some other personal scenarios. The narrative feedback showed that there were cases where peer tutors have not managed well in responding to issues of controlling class and reacting to unforeseen circumstances, so they may ask their trainees to follow specific translation strategy in a response to a translation problem, or they might give wrong answers on purpose in an attempt to hide their lack of knowledge. They may lack good management skills and fail to address some issues coming up with excuses. This adds a further important dimension to the available literature as it tells more about the ethical commitment to the role of peer tutoring and the potentials of including aspects of ethical commitment to the training received by prospective peer tutors.

While it is recognized by literature on peer tutoring that it has a positive outcome for both the peer tutors and participating trainees, it does not mean that the process is successful by default. There should be training to address areas where trainees struggle to conduct the peer-tutored session. Further, an open dialog between the instructor and the peer tutors would be useful to address areas of concern that might not be spoken out or might be less obvious.

It seems that the use efficiency of peer tutoring can be enhanced through engaging in a planned, well-structured tutoring programme [9]. Narrative feedback from trainees show that they were more engaged when they feel that a certain structure is followed throughout the peer tutoring programme: However, taking into account the circumstances present in a classroom environment, many researchers highlight the fact that peer tutoring may increase trainees' confidence [10], and enhance cognitive ability of less engaged and less active trainees because it encourages introvert tutees to take part in the teaching process [11]. Tutoring seems to have an impact on raising the level of self-confidence in learning and suggesting ideas aloud and in front of colleagues, far from feeling under pressure:

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